

Ethics and Philosophy Knowledge Sequencing – KS3

By the end of Key Stage 3 all students in Ethics and Philosophy should:

- Acquire core knowledge and understandings of the beliefs and practices of the religions and worldviews which not only shape their history and culture, but which guide their own development.
- Be religiously literate and able to hold balanced and informed conversations about religion, beliefs, and values.
- Be sufficiently confident in their own beliefs and values that they can respect the religion and cultural differences of others and contribute to a cohesive and compassionate society.

Prior Knowledge	In KS3 Ethics and Philosophy lessons students will build on prior learning from their experiences at primary school. The 40+ primary schools feeding into KS3 means that students arrive with different experiences of learning about religion and different worldviews at KS2. The majority will be using the Lincolnshire Agreed Syllabus which enables us to build on the prior knowledge that students at the end of KS2 should have accessed. Our focus is to establish prior knowledge early in the Year 7 course and develop and build on substantive knowledge of both religious and non-religious and to develop disciplinary knowledge of theology, philosophy and the social sciences as well as to acknowledge their own personal knowledge and how this affects their own worldview. Topics are based around an enquiry question and the curriculum has identifiable Golden Threads running through it: Justice, Salvation, God and Community.
Future Knowledge	The curriculum in KS3 will prepare students for the following future learning: understanding the link between beliefs and practices and how these can differ within a religion with a particular focus on Christianity and Islam, consider how those of different religious and non-religious worldviews approach different ethical issues and to evaluate those different positions. The KS4 curriculum continues to identify the Golden threads of the curriculum: Justice, Salvation, God and Community.

	Term	Key Knowledge	Assessment Focus
Year 7	1	What impact does religion have on the world? What is meant by a worldview? The development of religion. The origins of the major world religions and where they are practiced today. The Seven Dimensions of Religion and the impact the following have on society today: symbolism, teaching and authority, worship, practices and celebrations and morality.	Baseline and knowledge test and social science – data analysis and extended answer.
	2		
	3	What effect do /moral/ethical decisions have on human behaviour? What is ethics? Nietzsche on morality and what he meant by “God is dead”. Is sport the new religion? Utilitarianism as a method of making moral decisions. The Trolley problem. What does Arendt mean by the ‘banality of evil’? Are humans more than just matter? Application of morals to animal rights, drugs, the environment and poverty.	Knowledge test and extended written answers to answer the enquiry question.
	4	Are religious teachings on justice relevant/upheld today? What is justice (through looking at key teachings from Christianity and Islam) and what it meant to key figures such as Maria Gomez, Jesus, Martin Luther King and Malcolm X. A look at other forms of discrimination in society today – racism, sexism, homophobia.	Knowledge test and newspaper article
	5		
	6	How does the Hindu view the divine differ to the Abrahamic faiths? What is the nature of God as portrayed by the Abrahamic faiths? What is the Hindu concept of the Divine? What relevance do the numerous gods and goddesses have? What is dharma? A comparison of life after death.	Knowledge test
	Term	Key Knowledge	
Year 8	1	Does Technology challenge the value of human life? Have the improvements in medical technology helped or hindered our society?: Gene technology, cloning, transplants, IVF. Eugenics, weapons and mass destruction and AI. Debate on the issues.	Knowledge test and extended evaluation question
	2		
	3	Whose responsibility is it to help those in need? Which way is the world moving towards – need or greed (a consideration of how this is viewed by Buddhists), why is charity needed and how best can this be given – Christianity and Islam.	Knowledge test and create your own charity project assessment
	4		
	5	Is it important to remember the bad times as well as the good? Why are festivals important, detailed look at Shabbat (Judaism), Ramadan/Eid Ul-Fitr (Islam) and Holi (Hinduism).	Knowledge test and create a new festival
	6	Can belief in God be rational? What is truth? A consideration of Plato and Descartes’ views on truth and what we know to be real. Arguments for the existence of God: first cause, design, experience. Does the idea of God make sense? The views of Freud and Marx on religion. Are atheists right about faith?	Knowledge test

	Term	Key Knowledge	
Year 9	1	Do all humans have the same rights? Human Rights: what are they and why are they important. Prejudice and Discrimination: Reasons for prejudice and types of discrimination and responses to them: racism, sexism, homophobia, religious freedom of expression.	Knowledge test and evaluation question
	2		
	3	Is this life all there is? Consider the different views on life after death. Comparison of the Abrahamic faiths, dharmic faiths and those of no faith.	Knowledge test and debate
	4		
	5	GCSE Christian beliefs: The nature of God, the Trinity, The role of Jesus and beliefs in life after death.	Knowledge test and exam questions
	6	GCSE Theme F: Human Rights and Social Justice: Poverty and response to it from both Christianity and Islam.	Knowledge test and exam questions

Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
<p>Students are introduced to key religious and non-religious terminology throughout the Key Stage 3 course and are provided with glossaries for each unit of work as well as key words on PowerPoint slides.</p> <p>Class teachers apply school literacy and marking policy to help support students.</p> <ul style="list-style-type: none"> Extracts from different scripture - NIV Bible, English translation of Qur'an (The Majestic Qur'an) and numerous extracts from Hindu, Sikhi and Buddhist texts Extracts from text books: <ul style="list-style-type: none"> Collins KS3 Knowing Religion: <ul style="list-style-type: none"> World Religions: Hinduism, Buddhism and Sikhism (Elby and McCain) World Religions: Judaism, Christianity and Islam (Orme and Lewis) Biblical Literacy (Orme) Philosophy and Ethics (Orme) Explore RE (Clarke, Hayes and Parry) Other useful texts for students to explore: <ul style="list-style-type: none"> A Little History of Religion – Holloway A Little History of Philosophy – Warburton Sophie's World – Gaarder Just Think: Philosophy Puzzles - West 	<p>Mutual Respect in EP</p> <ul style="list-style-type: none"> We respect each others views in discussions, but that disagreement should be done in a respectful way. We are respectful towards religious and non religious views We consider the importance of the Golden Rule – Treat others as you would want to be treated. <p>The Rule of law in EP</p> <ul style="list-style-type: none"> Students consider the rules and laws which are needed when making ethical and moral choices Consider the importance of religious rules such as the Ten Commandments and following non religious ideals such the Universal Declaration of Human Rights Students gain an understanding of the consequences of behaviour and actions <p>Tolerance of Different Faiths and Beliefs in EP</p> <ul style="list-style-type: none"> Students consider the impact religions have had on society. Students consider the importance of tolerating everyone's worldviews Students are encouraged to be respectful towards religious and non religious views Students are encouraged to value and celebrate diversity. <p>Democracy in EP</p>	<p>Pupils signposted to careers that have skills associated with the subject.-GB4</p> <ul style="list-style-type: none"> Communication skills – students can write extensively and can evaluate and make decisions in their written work. Students develop oracy and listening skills through discussion and debates. Teamwork - students work in groups to produce and present ideas. Presentation skills - Students develop confidence in articulating ideas and sharing view and opinions in class discussion and through presenting key ideas to others. Analytical skills – students are taught a range of skills used by different disciplines: theological, philosophical and from the social sciences. IT and computing skills – students can use IT when creating presentations or when creating videos. Creativity – students use their imagination to create their own charity and festival in Year 8 and through looking at different ways to present key information. <p>Further and higher education opportunities signposted in lessons and permanent displays-GB7/8</p> <p>Pupils are regularly supported and provided with guidance on necessary grades required for GCSEs, A Levels, and subsequent careers-GB3/8</p> <p>Popular careers with links with EP/RS include:</p>	<p>Living in the wider world</p> <ul style="list-style-type: none"> Understanding of justice and the way those who are oppressed are fought for in different ways. Understanding of different people and cultures Understanding of religious and non-religious worldviews and how these impact on the wider world <p>Relationships:</p> <ul style="list-style-type: none"> The role of women in religion Understanding the religious and non-religious positions on homosexuality <p>Health and wellbeing</p> <ul style="list-style-type: none"> Managing study and revision time effectively and knowing how to effectively revise in EP. Recognising new challenges and the importance of resilience. Knowing how and when to access support.

	<ul style="list-style-type: none"> • Students are encouraged to state and justify opinions, carefully thinking through issues for themselves. • All students have an equal right to be heard. • Students consider justice in society today. <p>Individual Liberty in EP</p> <ul style="list-style-type: none"> • Students consider questions about identity and belonging • Students consider the constraints and responsibilities placed on all of us by our cultures, faiths and beliefs. • Students consider diversity within religions and how believers choose to practice faiths in different ways. 	<ul style="list-style-type: none"> • Police • teaching and lecturing • military careers • Medicine • Social care • HR • Lawyers • Charity workers 	
<p>Extra-Curricular and Co-Curricular Opportunities</p>	<p>Links with other subjects in the curriculum</p>		
<p>Earth Club Quiet Reading Interact</p>	<ul style="list-style-type: none"> • Geography – Origins of religion, Hindu Dharma and culture of India • English – written and oral communication • PD – tolerance, diversity, respect, empathy • History – Martin Luther King, Malcolm X, Maria Gomez (Liberation Theology) • Maths – Venn diagrams, statistics, and data. • Technology – use of AI, Food linked to culture and traditions. • Science – Medical ethics (Eugenics, IVF, Genetic engineering), Nuclear power and weapons 		

Ethics and Philosophy Knowledge Sequencing – KS4

By the end of Key Stage 4 all students in Ethics and Philosophy should:

- Acquire core knowledge and understandings of the beliefs and practices of the religions and worldviews which not only shape their history and culture, but which guide their own development.
- Be religiously literate and able to hold balanced and informed conversations about religion, beliefs, and values.
- Be sufficiently confident in their own beliefs and values that they can respect the religion and cultural differences of others and contribute to a cohesive and compassionate society.

Prior Knowledge	In KS4 students will consolidate and build on the following prior learning: the identified Golden Threads of Justice, Salvation, God and Community. Students will also build on and refine their skills of decision-making, evaluating, assessing and discussion through both written work and discussions.
Future Knowledge	The KS4 curriculum will prepare students for the following future learning; writing well-evidenced extended writing through assessing, discussing and evaluating; applying substantive knowledge of beliefs through the use of disciplinary skills and approaches to real-world issues. This can be built upon further through studying A level Religious Studies.

	Term	Key Knowledge	Assessment Focus
Year 10	1	GCSE Theme D: Religion, Conflict and Peace: Violent protest and terrorism, reasons for war, use of weapons (WMD and Nuclear), the Just War theory and Islamic concept of Jihad, Holy war, Pacifism, religious responses to victims of war.	Knowledge tests and use of exam questions
	2	GCSE Islam beliefs, teachings and practices: All parts of the topic are to be taught through the story of the life of Muhammad. The nature of God, Predestination, Angels, Prophets, Holy Books, Life after death. The Sunni Shi'a split, Worship, Charity, fasting, pilgrimage, Jihad and festivals.	Knowledge tests and use of exam questions
	3		Y10 examination.
	4	GCSE Christian Practices: Different types of worship, prayer, the sacraments: baptism and eucharist, pilgrimage, festivals: Christmas and Easter and the role of the Church in the local community: Food banks, Street Pastors, mission and evangelism, reconciliation and persecution and the Church's response to world poverty.	Knowledge tests and use of exam questions
	5		Knowledge tests and use of exam questions
	6	GCSE Theme B: Religion and Life: Creation (Universe and human life) – Religion vs Science (big bang and evolution theories), the environment, animal rights.	Knowledge tests and use of exam questions
		Term	Key Knowledge
Year 11	1	GCSE Theme B: Religion and Life: sanctity vs quality of life, abortion, euthanasia and death and the afterlife.	Knowledge tests and use of exam questions
	2	GCSE Theme A: Relationships and Families: Human sexuality: heterosexual and homosexual, sexual relationships before and outside marriage, contraception and family planning, marriage, divorce and remarriage, the nature and purpose of families, beliefs about gender equality.	Knowledge tests and use of exam questions
	3		Y11 mock exams 1: Paper 1: Beliefs, teachings and practices of Christianity and Islam
	4	Structured revision on prior topics	Y11 mock exams 2: Paper 2 – Themes Optional paper – retake paper 1
	5	Exams	
	6		

Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
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Students are introduced to key religious and non-religious terminology throughout the Key Stage 4 course and are provided with glossaries for each unit of work as well as key words on PowerPoint slides.

Class teachers apply school literacy and marking policy to help support students.

All KS4 students have access to their own personal revision guide and revision material on Teams.

- Extracts from different scripture - NIV Bible and English translation of Qur'an (The Majestic Qur'an)
- Extracts from text books
 - AQA GCSE Religious Studies A Christianity (Fleming, Smith and Wordern)
 - AQA GCSE Religious Studies A Islam (Fleming, Smith and Wordern)
 - AQA GCSE Religious Studies Spec A (Parry, Hayes and Butler)
- Other useful texts for students to explore:
 - A Little History of Religion – Holloway
 - A Little History of Philosophy – Warburton
 - Sophie's World – Gaarder
 - Just Think: Philosophy Puzzles – West
 - Teach yourself Christianity – Young
 - Teach yourself Islam – Maqsood

Mutual Respect in EP

- We respect each others views in discussions, but that disagreement should be done in a respectful way.
- We are respectful towards religious and non religious views
- We consider the importance of the Golden Rule – Treat others as you would want to be treated.

The Rule of law in EP

- Students consider the rules and laws which are needed when making ethical and moral choices
- Consider the importance of religious rules such as the Ten Commandments and following non religious ideals such the Universal Declaration of Human Rights
- Students gain an understanding of the consequences of behaviour and actions

Tolerance of Different Faiths and Beliefs in EP

- Students consider the impact religions have had on society.
- Students consider the importance of tolerating everyone's worldviews
- Students are encouraged to be respectful towards religious and non religious views
- Students are encouraged to value and celebrate diversity.

Democracy in EP

- Students are encouraged to state and justify opinions, carefully thinking through issues for themselves.
- All students have an equal right to be heard.
- Students consider justice in society today.

Individual Liberty in EP

- Students consider questions about identity and belonging
- Students consider the constraints and responsibilities placed on all of us by our cultures, faiths and beliefs.
- Students consider diversity within religions and how believers choose to practice faiths in different ways.

Pupils signposted to careers that have skills associated with the subject -GB4

- **Communication skills** – students can write extensively and can evaluate and make decisions in their written work. Students develop oracy and listening skills through discussion and debates.
- **Teamwork** - students work in groups to produce and present ideas.
- **Presentation skills** - Students develop confidence in articulating ideas and sharing view and opinions in class discussion and through presenting key ideas to others.
- **Analytical skills** – students are taught a range of skills used by different disciplines: theological, philosophical and from the social sciences.
- **IT and computing skills** – students can use IT when creating presentations or when creating videos.
- **Creativity** – students use their imagination to present key information in different ways.

Further and higher education opportunities signposted in lessons and permanent displays-GB7/8

Pupils are regularly supported and provided with guidance on necessary grades required for GCSEs, A Levels, and subsequent careers-GB3/8

Popular careers with links with EP/RS include:

- Police
- teaching and lecturing
- military careers
- Medicine
- Social care
- HR
- Lawyers
- Charity workers

Living in the wider world

- Understanding of justice and the way those who are oppressed are fought for in different ways.
- Understanding of different people and cultures
- Understanding of religious and non-religious worldviews and how these impact on the wider world

Relationships:

- The role of women in religion
- Understanding the religious and non-religious positions on homosexuality
- Gender equality
- The nature of different relationships and of families – the religious and non-religious positions.

Health and wellbeing

- Managing study and revision time effectively and knowing how to effectively revise in EP.
- Recognising new challenges and the importance of resilience.
- Knowing how and when to access support.

Extra-Curricular and Co-Curricular Opportunities	Links with other subjects in the curriculum		
<p>Earth Club Quiet Reading Interact</p>	<ul style="list-style-type: none"> • Geography – wealth and poverty in the world, Arabian society and impact of the land on society. • English – written and oral communication • PD – tolerance, diversity, respect, empathy • History – Just War Theory, Dietrich Bonhoeffer, role of women in the Church. • Maths – Venn diagrams, statistics and data used. • Science – Big bang theory, theory of evolution and Abortion 		